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EFFECTIVENESS OF FILM IN CHANGING PARENTAL ATTITUDES. FINAL REPORT.

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PRECEDING AND FOLLOWING THE SHOWING OF A COLOR AND SOUND FILM DESIGNED TO EDUCATE PARENTS CONCERNING THE IMPORTANCE OF THEIR ROLE IN THE DEVELOPMENT OF NORMAL SPEECH HABITS IN THEIR CHILDREN, TWO FORMS OF AN ATTITUDE QUESTIONNAIRE (APPARENTLY NOT TESTED FOR RELIABILITY) WERE FILLED OUT BY AN AUDIENCE OF 56 PARENTS OF CHILDREN WITH ARTICULATION PROBLEMS AND 171 PARENTS OF NORMAL CHILDREN. EIGHTY-EIGHT RESPONDENTS HAPPENED TO COMPLETE FORM A FIRST, AND THEN THEY COMPLETED FORM B AFTER SEEING THE FILM. THE REMAINDER OF THE AUDIENCE COMPLETED THE QUESTIONNAIRE IN REVERSE ORDER AND A RANDOM SAMPLE OF 88 OF THESE RESPONDENTS WAS CHOSEN FOR COMPARISON WITH THE FIRST GROUP. COMPARISONS OF BEFORE/AFTER SCORES FOR BOTH GROUPS SHOWED STATISTICALLY SIGNIFICANT ATTITUDES CHANGE IN THE DESIRED DIRECTION. A FILM EVALUATION QUESTIONNAIRE ELICITED A RATING OF "EXCELLENT" FROM 30 PERCENT OF THE AUDIENCE AND "VERY GOOD" FROM 50 PERCENT. NO "POOR" OR "VERY POOR" RATINGS WERE GIVEN. THE PRODUCTION OF SIMILAR FILMS IS RECOMMENDED. (RS)

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January 1968

U. S. DEPARTMENT OF
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EFFECTIVENESS OF FILM IN CHANGING PARENTAL ATTITUDES

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Salt Lake City, Utah

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U.S. DEPARTMENT OF HEALTH,
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INTRODUCTORY SECTION

SUMMARY

A twenty-five minute (16 mm.) color and sound film, entitled THE SOUND OF A WORD was produced and shown to a total of 263 parents. These included 36 elementary school teachers, 171 parents of children with no speech problems, and 56 parents of children with articulation problems.

Two forms of an attitude questionnaire were developed to aid in evaluating the effectiveness of the film in changing attitudes of parents toward environmental factors shown by past research to contribute toward the development of articulation disorders in children. Eighty-eight of the parents completed form A of the questionnaire immediately preceding the viewing of the film and form B immediately after having seen the film. The remainder completed the forms in reverse order.

In addition to the attitude questionnaire, a "Film Evaluation" sheet was prepared, containing questions concerning the audiences opinions of the film and of its effect on them. This form was filled out following the completion of the second form of the attitude questionnaire.

The questions in the questionnaire were answered on a 1 to 5 scale, "1" representing "completely disagree" and "5" representing "completely agree." Since only 88 parents had completed form A first, the questionnaire of those who had completed form B first were limited to 88 for purposes of statistical analysis. Those in excess of 88 were randomly eliminated from the study.

The desirable response was assigned a value of five and the less than desirable response a value of one. Mean scores of the "before questionnaire" were compared with those of the "after questionnaire" with a t test. Scores of parents of children with articulation problems were analyzed separately from those of parents with children with no speech problems. Both comparisons yielded statistically significant differences favoring the "after scores"; the difference was significant for parents of children with speech problems at the .02 level and for parents in the other group at the .01 level.

Thirty percent of the viewers rated the film as "excellent;" 50%, "very good;" 19.5%, "good"; and 5%, "fair." There were no "poor" or "very poor" ratings given. Comments on the film evaluation sheets indicated very strongly that the points the film desired to stress were perceived clearly by nearly all of

the parents.

The findings indicated that the film was effective in changing attitudes of parents toward factors in home environment that had been shown to be associated with the development of functional speech problems in children.

The dearth of parent education films in the field of speech disorders would seem to warrant the production of more, similar parent education films. Many parents requested that a film be produced which would show them how to help their children to correct faulty speech.

INTRODUCTION

Reports on clinical experience have agreed that certain environmental charactistics are associated with the development of functional speech disorders in children. Prior to the production of the film described in this report, there was no film available that would educate parents concerning the importance of their role in the development of normal speech habits in their children. This film, originally entitled YOU ARE A SPEECH TEACHER, and later changed to THE SOUND OF A WORD, had four objectives:

(1) To alert parents to the importance of their role in developing normal speech in their children.

(2) To demonstrate parental behavior that tends to inhibit good speech development.

(3) To demonstrate parental behavior that tends to foster good speech development.

(4) To dramatize the importance of good speech to a child's present and future welfare.

Various scenes in the film depicted negative and positive types of inter-actions between parents and children.

In order to demonstrate the effectiveness of the film in changing the attitudes of parents toward important child rearing practices, two forms of an attitude questionnaire were developed and administered to parents who viewed the film. The hypothesis was that more favorable attitudes would result from having seen the film. In addition, a film evaluation sheet was prepared, in order to obtain organized critical comments from viewers.

METHODS

The film was shown to a total of 263 parents. These included 36 elementary school teachers, 171 parents of children having no articulation disorders, and 56 parents of children with functional speech problems. The 36 faculty members were given the questionnaire only because they were in attendance at the P.T.A. meeting at which the film was shown. Their answers were not included in the analysis of results, because it was felt that their sophistication would cloud the meaning of the results. Also an effort was made to vary the order of presentation of the two forms of the questionnaire in order that half the viewers might receive form A before viewing the film and form B after viewing it, and the other half receive them in reverse order. Many factors prevented this from occurring. The result was that only 88 of the 227 non-faculty parents received form A first. Forty-seven of those who completed form B first were randomly eliminated in order to match groups of equal sizes for the statistical analysis. Hence, changes in attitudes of 176 viewers were determined by comparing their "before" and "after" responses. These 176 subjects were divided into two groups, one containing 44 parents who had children with functional speech problems, and the other consisting of parents whose children had no speech problems.

The subjects answered each question on a one to five scale, "one" representing "strongly disagree," and "five" representing "strongly agree." For several questions "strongly agree" was the most desirable response, and for others, "strongly disagree," was the preferred response. The desired response for each question was given a value of five, and the least desired response a value of one.

RESULTS AND FINDINGS

A t test applied to the scores of the groups produced the following results:

Differences

Therapy	Mean 1st	Mean 2nd	Mean Difference (2nd- 1st)	t	p
Group (N = 44)	74.05	77.48	3.43	2.50	.02
Non-Therapy (N = 132)	73.03	75.88	2.85	3.35	.01

The results indicated that both parental groups changed their attitudes in a favorable direction to a statistically significant degree as a result of having seen the film. (See Appendix A for both forms of the questionnaire.)

The film evaluation sheet asked each viewer for his critical comments on the film. There were six questions, plus a space for additional comments. One question asked for an evaluation of the film as either "excellent," "very good," "good," "fair," "poor," or "very poor." 30% rated it "excellent;" 50% "very good;" 19.5% "good;" and 5% "fair." None of the viewers rated the film as "poor" or "very poor." The five remaining questions did not provide a choice of answers, so the answers given were categorized and tabulated. The five most frequent responses to each question are listed below:

1st-- What were its good points?

1. To see problems in speech development and what causes them.
2. To see the influence that parents have on children and speech development.
3. Good presentation, color, examples shown, clarity.
4. To see in actual situations both the right and the wrong ways to treat children.
5. The mistakes children make are brought out.

2nd--What were its bad points?

1. More emphasis needed on correction methods parents could use.
2. Sound problems--couldn't hear well. (These defects were due to faulty projectors used in two of the schools.)
3. Exaggeration in acting.
4. Not long enough.
5. There are more reasons for the various problems presented.

3rd--What message was the most important to you personally?

1. Not to be so negative toward the child or correct him so much. Be more positive and praise him.
2. Parents influence children strongly.
4. Importance of better speech habits-- not speaking so fast or using baby talk.
5. Home life is so important and how the child grows up.
5. Be more patient and understanding.

4th--If you could raise your child over again, would you do anything differently because of this film?

yes	101
no	69

(If yes, what would you do differently?)

1. Use better speech.
2. Praise the child more and be less negative.
3. Be more patient.
4. Listen to the child more and talk to him more.
5. Have a more pleasant and relaxed home life.

DISCUSSION

The problem of objectively assessing attitudes is a difficult one. The method of alternating forms of the questionnaire eliminates some of the problems involved, but it is always difficult to know whether subjects list attitudes they think are desirable or attitudes they actually have. Furthermore, if it is established that an attitude has been changed, it is difficult to determine whether the change has been a permanent one and whether it will actually effect the behavior of the child. This latter point was brought out in a discussion following the film presentation when a very frequent comment of the parents was, "I know that the things the film has taught are correct, but I am afraid that my makeup is such that I wouldn't be able to follow the suggestions." Nevertheless, the number of those who said they would behave differently as a result of the film greatly exceeded the number of those who said their behavior would probably not change.

The viewers were divided into two groups, those who had children with speech problems and those whose children had no speech problems. A statistical comparison was intended, but was not carried out, since both groups improved significantly in attitude after seeing the film, and because the mean scores of the two groups on the "before" questionnaires were so close.

CONCLUSIONS

Attitudes of 176 parents toward child rearing principles associated with proper speech development in children were significantly changed in a favorable direction after viewing the film covering those principles. Parents of children having functional speech disorders, as well as parents of children having no speech problems followed this pattern.

Critical comments from the parents were markedly positive in nature. Comments include many expressions of appreciation for the film and desires for similar films to be produced and shown.

RECOMMENDATIONS

A film should be produced demonstrating to parents:

(a) What to expect in terms of speech development in children.

(b) Signs of abnormal development.

(c) Desirable actions and reactions on the part of parents whose children do have functional problems in speech.

ERIC REPORT RESUME

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Abstract:

A twenty-five minute (16 mm.) color and sound film, entitled THE SOUND OF A WORD was produced and shown to 176 parents. Two forms of an attitude questionnaire were developed to aid in evaluating the effectiveness of the film in changing attitudes of parents toward environmental factors shown by past research to contribute toward the development of articulation disorders in children. Eighty-eight of the parents completed form A of the questionnaire immediately preceding the viewing of the film and form B immediately after having seen the film, Eighty-eight completed the forms in reverse order. The questions in the questionnaire were answered on a 1 to 5 scale, "1" representing "completely disagree" and "5" representing "completely agree." The desirable response was assigned a value of five and the less than desirable response a value of one. Mean scores of the "before questionnaire" were compared with those of the "after questionnaire" with a t test. The film was effective in changing attitudes of parents, in a desired direction, toward factors in home environment that had been shown to be associated with the development of functional speech problems in children.

APPENDIX A
FORM A

Q U E S T I O N N A I R E

Name:_____

Address:_____Telephone No._____

Education (years):_____

Ages of children: 1._____ 4._____7._____

2._____ 5._____8._____

3._____ 6._____9._____

Have any of your children received speech therapy? Yes___No___

Please respond to the following statements by encircling one of five possible responses:

SA---------Strongly Agree

A---------Agree

UN---------Undecided

D---------Disagree

SD----------Strongly Disagree

Express your own feelings and ideas -- do not merely record what you have read or heard. There is no "right" response to these statements.

SA A UN D SD 1. A child of five should be punished for saying dirty words.

SA A UN D SD 2. A child who speaks too rapidly and stumbles over his words should be told to speak more slowly and clearly.

SA A UN D SD 3. Children will be sympathetic to their schoolmates who have speech defects.

SA A UN D SD 4. Good speech is of tremendous importance when applying for jobs.

SA A UN D SD 5. People learn poor speech habits just as they learn reading or writing.

SA A UN D SD 6. Parents should be careful about talking "baby talk" to their children.

FORM A (Continued)

SA A UN D SD 7. A neat, well-ordered home is one of the most important things a parent can provide a child in growing up.

SA A UN D SD 8. By the time a boy is five or six years old, he should be taught to be a "little man."

SA A UN D SD 9. Too much emphasis can be placed on proper speech within the home.

SA A UN D SD 10. Constant exposure to abusive language may be detrimental to the child's own language development.

SA A UN D SD 11. The father plays an important role in speech development.

SA A UN D SD 12. A high exposure to abusive speech may hinder a child's own language development.

SA A UN D SD 13. Children who are old enough should ask for things rather than point to indicate what they want.

SA A UN D SD 14. If parents have good speech, their children are likely to have good speech also.

SA A UN D SD 15. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.

SA A UN D SD 16. Children pester you with all their little upsets if you aren't careful from the first.

SA A UN D SD 17. A child with a speech defect is usually unaware of the effect his handicap has on others.

SA A UN D SD 18. Children should be included in family conversations.

SA A UN D SD 19. Parents should adjust to the children some, rather than always expecting the children to adjust to the parents.

SA A UN D SD 20. Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right.

FORM A (Continued)

SA A UN D SD 21. A child has a right to his own point of view and ought to be allowed to express it.

SA A UN D SD 22. Children would be happier and better behaved if parents would show an interest in their affairs.

SA A UN D SD 23. It is unwise for parents to correct a child's behavior by saying, "When I was a child I never did that!"

SA A UN D SD 24. When you do things together, children feel close to you and can talk easier.

SA A UN D SD 25. Parents should ignore their child's crying when it is just for attention.

SA A UN D SD 26. It's more important to praise a child when he speaks well than to correct him when he makes a mistake.

SA A UN D SD 27. Stories may amuse a child but don't have much influence on his speech.

FORM B

Q U E S T I O N N A I R E

Name: _____

Address: _____ Telephone No. _____

Education (years): _____

Ages of children: 1._____ 4._____ 7._____

2._____ 5._____ 8._____

3._____ 6._____ 9._____

Have any of your children received speech therapy? Yes___ No___

Please respond to the following statements by encircling one of five possible responses:

SA----------Strongly Agree
A----------Agree
UN----------Undecided
D----------Disagree
SD----------Strongly Disagree

Express your own feelings and ideas -- do not merely record what you have read or heard. There is no "right" response to these statements.

SA A UN D SD 1. Parents should ignore profanity used by the... young children.

SA A UN D SD 2. If a person has trouble speaking by the time he is in high school, there is little that can be done to correct it.

SA A UN D SD 3. Poor speech penalizes a child socially.

SA A UN D SD 4. People with good speech are more likely to get ahead in the world.

SA A UN D SD 5. Speech defects usually indicate that something is physically wrong.

SA A UN D SD 6. Children are more likely to imitate good speech than poor speech.

SA A UN D SD 7. Children should be raised so that everyone in the neighborhood feels they are good children.

SA A UN D SD 8. The child who is always quiet and peaceful is the best kind of child to have.

SA A UN D SD 9. One cannot start too early in demanding proper speech from a child.

SA A UN D SD 10. A speech problem may result when a high percentage of what parents say to the child is to reprimand him.

SA A UN D SD 11. The father and mother play equally important roles in the speech development of their children.

SA A UN D SD 12. Bickering between parents in front of a child may affect his speech development.

SA A UN D SD 13. A child's wants should be anticipated so that he won't be frustrated by delay.

SA A UN D SD 14. The normal rate of the parents' talk may be too fast for children to understand.

SA A UN D SD 15. A child's ideas should be seriously considered in making family decisions.

SA A UN D SD 16. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.

SA A UN D SD 17. A child with a speech defect is often withdrawn and shy.

SA A UN D SD 18. Children should be permitted to argue freely with their brothers and sisters.

SA A UN D SD 19. Children should be permitted to argue with their parents.

SA A UN D SD 20. If you let children talk about their troubles they end up complaining even more.

SA A UN D SD 21. As much as is reasonable, a parent should try to treat a child as an equal.

SA A UN D SD 22. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.

SA A UN D SD 23. Parents should compare a child's behavior to that of his brother's or sister's or neighborhood children when they want him to behave better.

SA A UN D SD 24. Holding and caressing a baby when he cries is good for him.

SA A UN D SD 25. A stubborn child should be taught early that his parent's will is stonger than his.

SA A UN D SD 26. An infant should be encouraged to "coo" and vocalize as much as possible.

SA A UN D SD 27. Reading to children has little effect on their speech development.

APPENDIX B

FILM EVALUATION

In order to improve future films dealing with this topic, we are anxious to have your comments and evaluation of the film you have just seen. "THE SOUND OF A WORD."

1. What do you think of the film?_____

_____

_____

2. What were its good points?_____

_____

3. What were its bad points?_____

_____

4. What message in the film was most important to you personally?

_____

_____

5. In general, would you rate this film as:

____Excellent

____Very good

____Good

____Fair

____Poor

____Very Poor

6. If you could raise your children over again would you do anything differently because of this film? ____yes ____no

If yes, what would you do differently?_____

_____

_____

33-30

Additional Comments:_____

_____

_____

Name:_____

Address:_____Telephone No._____

Education (years):_____

Ages of children: 1.____ 4.____ 7.____

2.____ 5.____ 8.____

3.____ 6.____ 9.____

Have any of your children received speech therapy? yes____no____

SE-BR
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must

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